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## **COMPREHENSIVE GUIDANCE AND COUNSELING DISTRICT MISSION STATEMENT**

The Estacada School District believes that its K-12 Comprehensive Guidance and Counseling Program is an essential and integral part of the district's educational program. We acknowledge that guidance and counseling is coordinated with all educators within schools and articulated between schools at all levels. We understand that guidance and counseling is vital for our students to achieve personalized, relevant learning and to develop meaningful educational plans while in school and beyond.

Estacada School District does not discriminate against an individual's race, color, religion, gender, sexual orientation, national origin, marital status, age or disability. We respect and acknowledge that all students have dignity and worth. We believe that growth and learning are developmental and, therefore, the guidance and counseling program must be developmental and sequential. We believe that each student needs the **academic, career, personal-social, and community involvement** knowledge and skills for success in school and life, which a Comprehensive Guidance and Counseling Program can provide. We recognize that the program content must be integrated into the curriculum and other services, and must involve parents and the broader community.

### **WHAT IS THE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM?**

The Comprehensive Guidance and Counseling Framework (CGC) is an Oregon Department of Education-approved educational program in the Estacada School District and follows the guidelines of the American School Counselor Association (ASCA). The CGCP is developmental by design and includes sequential activities, K-12, organized and implemented by licensed school counselors and Child Development Specialists, in collaboration with parents, teachers, and administrators. As a comprehensive program it addresses the guidance needs of all students in the district by facilitating and enhancing their **academic, career, and personal-social development as well as community involvement** opportunities. It is designed to foster positive and safe learning environments.

The Comprehensive Guidance and Counseling Program provides all students with meaningful learning opportunities. Knowledge and skill development are integrated into the following four developmental student content standards:



### **1) Academic Development (*Learning to Learn*)**

Students will:

1. acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. complete school with the academic preparation essential to choose from a wide range of postsecondary options, including college.
3. understand the relationship of academics to the world of work, and to life at home and in the community.

### **2) Personal –Social Development (*Learning to Live*)**

Students will:

1. acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others as members of a local and global community.
2. make decisions, set goals and take necessary action to achieve goals.
3. develop awareness, appreciation, and respect for multicultural/multiethnic diversity, and reduce cultural/ethnic stereotyping.

### **3) Career Development (*Learning to Work*)**

Students will:

1. acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. will employ strategies to achieve future career success and satisfaction.
3. understand the relationship among personal qualities, education and training, and the world of work.

### **4) Community Involvement (*Learning to Contribute*)**

Students will:

1. acquire the knowledge, skills and attitudes to be involved community members and citizens.
2. demonstrate awareness and understanding of the structure of community involvement.
3. initiate and participate in community service activities and projects.



## **HOW ARE THE ACTIVITIES AND SERVICES OF THE CGC PROGRAM ORGANIZED?**

The Estacada School District's Comprehensive Guidance and Counseling Program is coordinated by licensed school counselors and child development specialists (CDS). These professionals hold Masters or Doctorate Degrees in Counseling, Social Work, Psychology, Human Development or related fields.

The CGC Program promotes a positive school climate and success for every student in the areas of **academic, career, personal/social development and community involvement**. At every level, the program highlights understanding self and others, violence prevention, personal safety, goal setting, problem solving, diversity, resiliency building, drug/ alcohol prevention and learning for life.

**Elementary:** Counseling staff offer classroom guidance and small group instruction focused on social skills, understanding self and others, personal safety and creating a positive school climate. Academic success is fostered by staff identification of barriers to learning. The elementary counseling staff works with students and families in crisis and students who are dealing with various issues, for example: loss, abuse, or violence. The program emphasizes prevention and identification of student needs.

**Junior High:** The Junior High counseling staff supports development of students in early adolescence. School counseling staff identifies appropriate programs and resources for all students. Students learn to monitor their own academic achievement through goal setting, accountability, communication, and responsible decision-making. Prevention strategies, curriculum, and interventions are designed by counseling staff in collaboration with administrators and staff. The Junior High counseling staff works with students and families in crisis and students who are dealing with various issues, for example: loss, depression, physical and sexual abuse, homelessness, personal and interpersonal conflict, struggling with addiction, and bullying/violence.

**High School:** High school counselors focus on adjustment and development of students as they transition to adulthood. Educational planning is a team effort with teaching staff and parents. Academic planning continues with assistance from the teaching staff to assess individual student's skills and barriers to learning. Career educational planning involves career specialists, classroom teachers, professional technical staff and community opportunities. Counselors explore with students career and post secondary education options throughout the year. School counselors and all



staff have an active and important role in the personal/social development of students. School counselors participate in building teams to screen for students needing additional support. Interventions and referrals are suggested for students and families dealing with various issues, for example: loss, physical or sexual abuse, personal conflict, substance abuse, gang involvement, eating disorders, violence, and depression.

## **HOW IS THE CONTENT COMPONENT OF THE PROGRAM STRUCTURED?**

Comprehensive Guidance and Counseling activities are delivered through five program components: Guidance Curriculum, Individual Planning, Responsive Services, Systems Support and Student Advocacy.

### **Guidance Curriculum**

The K-12 CGC Guidance Curriculum consists of activities presented systematically through classroom lessons, large and small group activities, school presentations, community events and parent workshops. The curriculum is organized around four developmental domains: **academic, career, personal-social and community involvement**. While counseling staff is responsible for organizing and implementing the guidance curriculum, the collaboration of teachers and administrators is critical. Examples of topics covered in each domain, and by developmental level follow:

#### **ACADEMIC DEVELOPMENT: LEARNING TO LEARN**

Elementary	Junior High	High School
Listening Skills	Student Led Symposium	Test Taking Skills
Following Directions	Study Skills	Goal Setting
Decision Making	Goal Setting	Aptitude/Interests
Organizational Skills	Test Taking Skills	Organizational Skills
Test Taking Skills	Organizational Skills	Personal Education Plans
Problem Solving	Personal Education Plans	
	Decision Making	

#### **CAREER DEVELOPMENT: LEARNING TO WORK**

Elementary	Junior High	High School
Strengths/Interests	Work Values	Work Skills / Values
Community Jobs	Interest Inventories	Course Selection
Cooperation Skills	Career Path Exploration	Resume Writing
School/Work Skills	Community Jobs	Job Shadow



Career Path Introduction  
 Technology Introduction  
 Violence Prevention

School to Work Skills  
 Technology Exploration

Job Application/Interview  
 Career Path Selection  
 Technology Application

**PERSONAL-SOCIAL DEVELOPMENT: LEARNING TO LIVE**

**Elementary**

Self-Awareness  
 Personal Safety  
 Social Skills  
 Decision Making  
 Healthy Choices  
 Managing Conflict  
 Respect for Diversity  
 Violence Prevention  
 Building Resiliency

**Junior High**

Relationships  
 Social Skills  
 Peer Mediation  
 Respect for Diversity  
 Self-Image  
 Violence Prevention  
 Healthy Alternatives  
 Decision Making  
 Building Resiliency  
 Promoting Developmental Assets

**High School**

Relationships  
 Respect for Diversity  
 Responsible Citizens  
 Healthy Alternatives  
 Harassment /  
 Violence Prevention  
 Building Resiliency

**COMMUNITY INVOLVEMENT: LEARNING TO CONTRIBUTE**

**Elementary**

Community Awareness  
 Service Learning Opportunities  
 Leadership Development  
 Conflict Managers  
 Classroom Buddies

**Junior High**

Community Inquiry  
 Service Learning Opportunities  
 Leadership Development  
 Peer Helpers/Mentors  
 Community Projects

**High School**

Community Involvement  
 Service Learning Opportunities  
 Leadership Development  
 Peer Tutors/Mentors  
 Community Service Classes

**Individual Planning**

In collaboration with students, parents, and school staff, counseling staff assists all students to plan, monitor, and manage their own learning, their personal and career development, and community involvement. Within this component, students evaluate their educational, their personal, and occupational goals and develop personal education plans in partnership with parents/guardians. These activities are delivered through individual conferences, classroom presentations and small groups.

**Elementary:** Individual planning activities focus on awareness of and reflection on self-concept, learning style and skills, interpersonal skills, decision-making, and personal responsibility. Individual planning activities may be an integral part of parent/teacher conferences.



**Junior High:** Students move from an awareness level to understanding and application of their individual academic, personal/social, and career needs. Career exploration and education options are now included in classroom and counseling discussions.

**High School:** Individual planning activities provide an opportunity for consultation with students regarding their goals and dreams. Students focus on academic achievement and interpretation of career assessment inventories, planning career-related learning experiences and transitions from school to work.

### **Responsive Services**

Responsive Services are designed to meet the immediate needs and concerns of students who may require counseling, consultation, or referral for other support services. This guidance component is available to all students and is often initiated by the student. Teachers, parents, or guardians, and other concerned individuals may also refer students for assistance. While the Estacada counseling staff have specialized training and skills to respond to these needs and concerns, the cooperation and support of the entire staff and community are necessary for successful implementation. Delivery strategies include:

- Individual counseling for all students
- Small groups for students with specific issues
- School and District-level Crisis Management Procedures provide prevention, intervention and follow-up services for students and families facing emergency situations.
- Referrals to mental health agencies, employment and training programs, juvenile services, and other social and community services
- Peer facilitation: students may be trained as peer mediators, conflict managers, tutors, and mentors

### **System Support and Integration**

The Comprehensive Guidance and Counseling Framework includes the component of System Support and Integration. This component acknowledges that school counseling is an essential school support system and that school counselors are integral to the school improvement goals of both the district and each school site. Activities may include:



- Program Coordination: facilitates the implementation and integration of CGC goals within the school to ensure articulation of program goals between school programs
- Professional Development: training to school staff that focuses on relevant guidance and counseling content and how to integrate with common curriculum goals.
- Collaboration and Partnering: counseling staff participates in school and district advisory committees, site councils, and leadership teams to ensure integration of program goals throughout the curriculum.
- Community Outreach: counseling staff supports students and families by facilitating referrals to community agencies and identifying resources that support CGC program goals.
- Shared Responsibilities: as members of the school and district staff, counseling staff share in responsibilities required of all educators.

### **Student Advocacy**

Student Advocacy ensures educational equity and respect for the diversity of all students. School counseling staff and regular and special education staff collaborate in Building Support Teams and to assist with students' individual and unique needs. Advocacy focuses is on eliminating barriers to learning and creating opportunities for each student. Student advocacy may include addressing:

- Academic disadvantage
- Economic disadvantage
- English language learners
- High achieving students
- Students with disabilities
- Sexual orientation
- Students at risk of dropping out
- Students in juvenile justice programs
- Single parents and single pregnant women
- Students from diverse cultural backgrounds
- Students preparing for non-traditional employment or training



## **WHAT ETHICAL STANDARDS GOVERN ESTACADA SCHOOL COUNSELING STAFF?**

Estacada School District school counseling staff follows the ethical guidelines as set forth by the American School Counselor Association (ASCA). These guidelines outline professional responsibilities for school counseling staff for their work with students, parents, teaching staff, community agencies, law enforcement and child protection. The guidelines provide clear direction regarding confidentiality, professionalism and maintaining standards. Under these ethical standards each student has the right to:

- Be respected, be treated with dignity, and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations
- Receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identity, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities, and students with non-dominant language backgrounds
- Understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality in the school setting.



## SUMMARY

In partnership with school staff, parents, and the community, Estacada School District's Comprehensive Guidance and Counseling Program serves *every* student by providing educational opportunities and experiential activities that enhance their knowledge and skills in educational/career development, self-awareness, interpersonal relationships, and community awareness and contribution. Students achieve personalized, relevant learning as they develop meaningful educational plans while in school and beyond. The program content provides developmentally appropriate, integrated curriculum and support services that enhance the general education program, supporting students to be prepared to manage life decisions and human relationships and to become lifelong, successful learners and productive citizens.

School Counseling focuses on the relationship between students and their school environment to reduce the barriers that impede student academic, personal/social, and career success." School counselors work to reduce these barriers through Leadership, Advocacy, Teaming & Collaboration, Counseling & Coordination, and Assessment & Use of Data.

### Acknowledgements

- Oregon Comprehensive Guidance and Counseling Framework  
<http://www.schoolcounselor.org/files/oregon.pdf>
- National Model for School Counseling Programs (American School Counselor Association)  
[www.schoolcounselor.org](http://www.schoolcounselor.org)
- The Education Trust: Transforming School Counseling Initiative  
[www2.edtrust.org/EdTrust/Transforming+School+Counseling/](http://www2.edtrust.org/EdTrust/Transforming+School+Counseling/)